

Stages and Connecticut Alternate Assessment

OVERVIEW

Stages includes two major software components: (a) informal assessment software and (b) curriculum software. Stages informal assessment software is instructional in nature, providing activities with constructive feedback and opportunities for the learner to explore and choose. Stages curriculum software is a collection of interactive daily instructional programs appropriate for learners at each Stage.

Stages software enhances the Connecticut's alternate assessment process because:

1. **Stages aligns with Connecticut's Curriculum Content Standards at Grades K-4 for learners preparing for the CMT at or below grade level (Alternate Assessment #1).**
2. **Stages generates records of achievement of CMT Skills Checklist requirements for learners preparing for Alternate Assessment #2.**
3. **Stages provides learners with the opportunity for increased independence.**
4. **Stages assists the learner's IEP team with selecting assistive technology and assessment tools.**

1. Stages aligns with Connecticut's Curriculum Content Standards at Grades K-4 for learners preparing for the CMT at or below grade level (Alternate Assessment #1).

Stages ensures meaningful and effective access to general curriculum areas. Stages content aligns with the curriculum content standards in Grade K-3 mathematics and Grade K-4 language arts, plus "functional" skills such as identification of street signs. Please refer to the section entitled "How Stages Correlates with Connecticut Curriculum Content Standards" for detailed matching between Stages informal assessment software and specific curriculum standards.

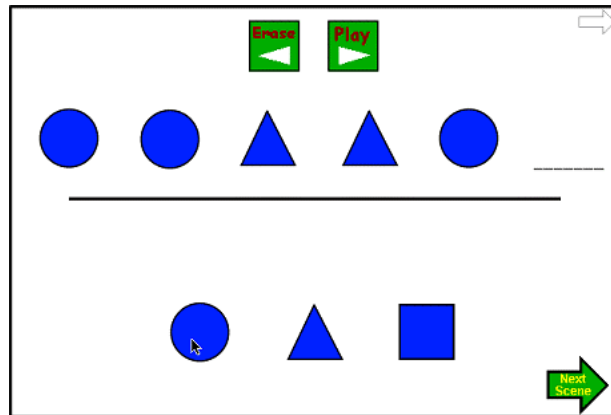
2. Stages generates records of achievement of CMT Skills Checklist requirements for learners preparing for Alternate Assessment #2.

Stages activities can also provide valuable information about the learner's mastery of the Skills Checklist functional indicators in many Communication and Computation content standards. For specific matching between Stages and the Checklist, please refer to the section entitled "How Stages Correlates with Connecticut's CMT Skills Checklist for Alternate Assessment."

During Stages software activities, the instructor can print directly from any screen to capture a learner-generated product. At the end of each activity, a report with instructional data about the time spent, choices made, response accuracy or work product, input method, prompt type, and time/date stamp are displayed with the learner's name. The instructor may wish to then print that screen or save the information as a text-format electronic file.

Observation guidelines and forms in the Stages kits help the instructional team make the most out of an activity session. The data-gathering features of the software enable the observer to focus on noting the learner's behavior and thinking-out-loud responses. Two adults from the instructional team can work together: one adult can encourage the learner and the other can note valuable data about behaviors without being noticed by the learner. Alternatively if a video or still camera is available, it may be directed at the learner and the computer monitor to discreetly record

interactions and other behaviors while one adult coaches. During the sessions, the learner will be less conscious of her performance being recorded, making her responses more candid. Over time, the collected data will provide evidence that the instructional team needs to build a complete picture of the learner's skill achievement.



Example screen shot from Stage Four: Create Patterns

3. Stages provides learners with the opportunity for increased independence.

The feedback in Stages activities is encouraging and rewarding, providing a relaxed setting for exploring topics and demonstrating skills with minimal supervision. Many Stages activities include accessible choice-making opportunities. Functional skills activities include various community settings.

4. Stages assists the learner's IEP team with selecting assistive technology and assessment tools.

An objective of Stages software is to provide several options for input methods and other settings so that the learner's instructor, parents, and others in the IEP team can determine his ideal learning and communication environment. Different devices, auditory feedback, speeds and prompts are among the variables.

SUMMARY

Stages augments the Connecticut alternate assessment cycle. Stages content is relevant for both alternate assessment options. The Stages software is a comprehensive benchmark tool to assist the instructional team in collecting valuable information on learner skill achievement, determine assessment strategy, and discover the learner's abilities and thinking approach.

How Stages Correlates with Connecticut Curriculum Content Standards¹

Mathematics K-3

CONTENT STANDARD 1: NUMBER SENSE

Students will use numbers to count, measure, compare, order, scale, locate and label, and use a variety of numerical representations to present, interpret, communicate, and connect various kinds of numerical information.

- 1.K-1.1 Recognize and form numerals.
- 1.K-1.2 Identify and order whole numbers.
- 1.K-1.9 Read, write, and represent numerals in words and numerals in written and oral form.
- 1.2-3.1 Construct number meanings through real world experiences and the use of physical materials.

Related Stages Activities

Stage Four: *Math Readiness:* Number ID, Counting

Stage Four *Counting* provides the learner with familiar and interesting objects as "virtual manipulatives" and a number line. *Number ID* presents numbers in the context of scenes.

- 1.2-3.2 Develop place value concepts including regrouping of numbers.

Related Stages Activities

Stage Five: *Math:* Math Facts (+, -)

Math Facts are assessed in Stage Five with and without regrouping for two-digit addition and subtraction.

- 1.K-1.5 Discuss and explore fraction concepts with concrete materials.
- 1.2-3.6 Develop relationship of fractional parts to the whole.

Related Stages Activities

Stage Five: *Math:* Fractions

Fractions assesses fractions using images of familiar objects such as shapes or slices of a pizza.

- 1.2-3.9 Continue with experiences for understanding the uses of numbers including counting, comparing, locating, measuring, and labeling.
- 1.2-3.12 Order and understand the magnitude of whole numbers greater than 20.

Related Stages Activities

Stage Five: *Problem Solving:* Number Guess

Number Guess is a deductive reasoning game that exercises the learner's ability to determine relative magnitudes of numbers. The range of numbers is customizable.

¹Information found in the Connecticut Curriculum Trace Maps (for Mathematics and Language Arts), by the Connecticut State Department of Education Division of Teaching and Learning.
Source: http://www.state.ct.us/sde/dtl/curriculum/currkey_tm.htm. Accessed April 4, 2002.

1.2-3.10 Identify coins and their values.

Related Stages Activities

Stage Six: *Explore:* Money Orientation

Assess: Money Identification, Money Equivalents, Counting Money

Counting Money includes photo scenes to provide real-life context. *Money Orientation* presents coins and bills relative to their actual size.

CONTENT STANDARD 2: OPERATIONS

Students will add, subtract, multiply, and divide with whole numbers, fractions, decimals and integers, and develop strategies for selecting the appropriate computational and operational methods for solving problems.

- 2.K-1.2 Explore addition and subtraction operations with developmentally sequenced instruction using concrete, pictorial and symbolic models.
- 2.K-1.6 Develop fluency with the basic facts to 10 for the operations of addition and subtraction (by completion of grade 1).
- 2.2-3.1 Regroup with addition and subtraction (with fluency).
- 2.2-3.5 Relate operations to real world experiences and problem solving activities.
- 2.2-3.8 Develop fluency with facts to 18 for addition and subtraction by the end of grade 2.

Related Stages Activities

Stage Five: *Math:* Math Facts (+, -), Word Problems (+, -)

Explore sections in these activities remind the learner of how to solve arithmetic problems by using paper and pencil or on-screen virtual manipulatives.

- 2.2-3.9 Develop fluency with multiplication and division by 2 through 5 and 10 by the end of grade 3.
- 2.4-5.2 Relate operations to real-world and problem solving experiences.
- 2.4-5.3 Construct, develop, and explain a variety of mental computation and estimation strategies.
- 2.4-5.6 Develop fluency with multiplication and division of whole numbers through 10.

Related Stages Activities

Stage Five: *Math:* Math Facts (\times , \div), Word Problems (\times , \div)

Word Problems include questions with and without illustrative aids or on-screen manipulatives.

CONTENT STANDARD 3: ESTIMATION AND APPROXIMATION

Students will make estimates and approximations, and judge the reasonableness of results.

3.K-1.1 Judge sets of objects for more than, less than, [or same] without counting.

Related Stages Activities

Stage Four: Math Readiness: Explore Compare, Estimating

The learner can explore and demonstrate ability to discern relative quantities of objects in the context of scenes.

3.K-1.2 Use non-standard referents (units) for estimating simple measures (e.g., length, area, mass, and volume).

3.2-3.2 Use standard and non-standard referents for estimating measures of length, area, mass, and volume.

3.2-3.7 Estimate length, area, and volume using non-standard units of measure.

Related Stages Activities

Stage Five: Math: Geometry

The learner explores and measures perimeter, volume, and area using non-standard units such as footprints, cubes, and tiles.

CONTENT STANDARD 5: MEASUREMENT

Students will make and use measurements in both customary and metric units to approximate, measure, and compute length, area, volume, mass, temperature, angle, and time.

5.K-1.2 Experience comparative and qualitative measurement.

Related Stages Activities

Stage Four: Math Readiness: Explore Compare, Estimating

These activities introduce the learner to comparison and estimation without using exact numbers.

5.K-1.4 Tell time to the hour on analog and digital clocks (by end of grade 1).

Related Stages Activities

Stage Six: Explore and Assess: Telling Time

Both digital and analog clocks are used to assess telling time in connection with daily activities.

5.K-1.7 Recognize penny, nickel, dime, and quarter (by end of grade 1).

5.2-3.6 Tell time to the nearest quarter-hour, on analog and digital clocks.

Related Stages Activities

Stage Six: Explore and Assess: Money ID, Money Names

Stage Six introduces coins and paper money by their names and values.

- 5.K-1.7 Recognize penny, nickel, dime, and quarter (by end of grade 1).
- 5.K-1.8 Compare values of sets of coins (grade 1).
- 5.2-3.8 Determine the value and compare sets of coins.

Related Stages Activities

Stage Six: *Explore:* Money Orientation
Assess: Money Names, Money Equivalents, Counting Money

Stage Six introduces coins and paper money by their names and values. Learners demonstrate money counting skills in the *Assess* activities, which include scenes from the *Stories* activities.

- 5.2-3.2 Use standard and non-standard measurements to develop concepts of length, [temperature,] perimeter, area, and volume/capacity.
- 5.2-3.4 Apply measurement skills to geometric figures and shapes.

Related Stages Activities

Stage Five: *Math:* Geometry
Problem Solving: Mystery Shape

The learner explores and demonstrates knowledge of perimeter, area, and volume using on-screen graphics illustrating non-standard unit measures. The *Mystery Shape* activity provides the learner with an opportunity to apply deductive reasoning skills relating to shapes.

CONTENT STANDARD 6: SPATIAL RELATIONSHIPS AND GEOMETRY

Students will analyze and use spatial relationships and basic concepts of geometry to construct, draw, describe and compare geometric models and their transformations, and use geometric relationships and patterns to solve problems.

- 6.K-1.1 Identify, classify model, discuss, and describe the properties of plane [and solid] shapes using concrete and pictorial models.
- 6.K-1.4 Identify common geometric shapes found in the world around them.

Related Stages Activities

Stage Four: *Explore and Assess:* Shape ID

Shapes are presented individually and in the context of scenes, as drawings and photographs.

- 6.K-1.5 Construct and discuss designs and patterns using geometric shapes.

Related Stages Activities

Stage Four: *Math Readiness:* Explore Patterns, Continue/Fill-In Patterns, Create Patterns

The learner can explore, complete, and create patterns of shape, color, and sound.

- 6.2-3.5 Explore concepts of area and perimeter using geometric shapes.

Related Stages Activities

Stage Five: *Math:* Geometry

Learners explore and compare shape perimeter in this activity. The *Explore* section gives a review of the methods to determine area.

CONTENT STANDARD 7: PROBABILITY AND STATISTICS

Students will use basic concepts of probability and statistics to collect, organize, display and analyze data, simulate events, and test hypotheses.

7.K-1.5 [Construct and] interpret real graphs, pictographs, and bar graphs. (Also 7.2-3.7)

7.2-3.6 Identify information from tables, graphs, and charts.

7.2-3.8 Draw reasonable conclusions from [tables,] graphs, and charts.

Related Stages Activities

Stage Five: Math: Charts and Graphs

Familiar scenarios in this activity help introduce the learner to graphical data representation and interpretation.

CONTENT STANDARD 8: PATTERNS

Students will discover, analyze, describe, extend and create patterns, and use patterns to describe mathematical and other real-world phenomena.

8.K-1.1 Reproduce, create, describe, and extend patterns and sequences using attributes, numbers, and geometric shapes with a variety of materials.

8.K-1.1 Identify rules and extend patterns based on the rules.

Related Stages Activities

Stage Four: Math Readiness: Explore Patterns, Continue/Fill-In Patterns, Create Patterns

The learner explores sequences of shape, color, and sound effects, and predicts which shapes should complete an existing sequence, selecting from several choices on the screen. The learner can also create pattern sequences of sound, color, and shape.

CONTENT STANDARD 10: DISCRETE MATHEMATICS

Students will use the concepts and processes of discrete mathematics to analyze and model a variety of real-world situations that involve recurring relationships, sequences, networks, combinations, and permutations.

10.K-1.3 Follow [and describe] simple procedures and directions.

10.K-1.4 Explore a variety of puzzles, games, and counting problems.

Related Stages Activities

Activities in every Stage provide the learner with opportunities to attend to spoken, written, or multisensory instructions. The observation forms at each Stage help the instructor record the learner's behavioral response to instructions.

Stage Five: Problem Solving: Number Guess, Letter Scramble, Making Words, Tic-Tac-Toe, Mystery Shape, Mystery Person

Stage Five Problem Solving activities are a collection of number, word, and strategy games that give the learner a chance to demonstrate reasoning skills, turn-taking, and creativity.

English Language Arts K-4

CONTENT STANDARD 1: READING AND RESPONDING

1.13 Understand that a single text may elicit a wide variety of responses.

- 1.K-2.13 Students will develop individual responses to text [and learn to honor the differing opinions and views of others].
- 1.3-4.13 Students will reflect on their learning after reading and will formulate ideas and personal responses to text.

Related Stages Activities

Stage Seven: *Making Stories*

After reading or listening to a story, the learner can use the accessible keyboard in Making Stories to express a response.

1.14 Interact with others in creating, interpreting and evaluating written, oral or visual texts.

- 1.K-2.14 Students will participate in a variety of cooperative team activities to apply collaborative skills to their reading, writing, listening and viewing (also 1.3-4.14).

Related Stages Activities

All Stages Activities

Using the Observation Forms at each Stage, the instructor can record comprehensive information about learner behavior such as eye contact and listening.

CONTENT STANDARD 3: APPLY CONVENTIONS OF STANDARD ENGLISH LANGUAGE

3.1 Proofread and edit for grammar, spelling, punctuation and capitalization.

- 3.K-2.1 Students will learn to use capitalization, punctuation, usage and spelling skills appropriate for their grade level.
- 3.3-4.1 Students will develop proficiency in using capitalization, punctuation, usage and spelling skills appropriate for their grade level.

3.2 Speak and write using conventional patterns of syntax and diction.

- 3.K-2.2 Students will learn conventional patterns of spoken and written syntax (also 3.3-4.2).

Related Stages Activities

Stage Seven: *Making Sentences: Building Sentences, Writing Sentences, Spelling and Grammar*

Building Sentences provides word walls at three different vocabulary levels to help instructors observe and record the learner's ability to build simple sentence structure without requiring use of a keyboard to type individual letters. In *Writing Sentences* and *Spelling and Grammar*, the learner demonstrates proofreading and editing skills, including capitalization, punctuation, spelling, or other mistakes. The instructor can create custom exercises in these two activities as well.

CONTENT STANDARD 4: EXPLORING AND RESPONDING TO TEXTS

4.6 Demonstrate an understanding that literature represents, recreates, shapes and explores human experience through language and imagination.

4.3-4.6 Students will identify and respond to various aspects of literary works that connect to their own lives.

Related Stages Activities

Stage Six: *Stories:* Cody, Mitchell, Meg, Adam, Ryan

Stage Seven: *Making Stories*

The passages in Stage Six *Stories* are about real people performing activities that the learner might encounter in everyday life. The learner who has difficulty writing with a pencil or typing can use the accessible on-screen keyboard option in *Making Stories* to create a written response.

How Stages Correlates with Connecticut's CMT Skills Checklist for Alternate Assessment²

Checklist Scale I: Communication

Functional Indicators: *Receptive Communication*

- LA1.1 Attends to or behaviorally demonstrates awareness of sounds and/or visual events produced within student's auditory/visual range (For blind students, "responds to tactile stimuli").

Related Stages Activities

Stage One: *Press and Hold, Press and Release*

The learner demonstrates the awareness of the purpose of an input device in these cause-and-effect activities.

- LA1.6 Demonstrates understanding of functional relationships among familiar objects that are part of daily routines.

Related Stages Activities

Stage Three: *Function Identification (Verbs):* Clothing, Toys, Vehicles

Stage Six: *Explore and Assess:* Getting Dressed, Using Objects

In Stage Three, the learner demonstrates an understanding of the purpose for which an object is used, given several choices. The Stage Six activities associate objects with daily living.

- LA1.8 Demonstrates comprehension of at least 10 words that are names of familiar objects, people or animals, when these are produced outside their usual context, and without any cues.
- LA1.9 Demonstrates comprehension of at least 5 action words (verbs) when these are produced outside their usual context, and without any cues.

Related Stages Activities

Stage Two: *Nouns, Verbs*

Stage Three: *Levels of Representation:* Photo, Drawing, Symbol

Object Identification: Animals, Toys, Food

Function Identification (Verbs): Clothing, Toys, Vehicles

Stage Two presents words with illustrations and short animations or video clips in order to expose the learner to new vocabulary. Stage Three expands that vocabulary and provides the learner with an opportunity to demonstrate this new knowledge. Multiple choices are presented without context, and prompt frequency (cues) can be turned off by the instructor.

²Information found in the Connecticut CMT/CAPT Skills Checklist, developed by James M. Granfield, PhD. and Lee K. McLean, PhD. for the Connecticut State Department of Education. Source: http://www.csde.state.ct.us/public/der/s-t/testing/agl/dev_chk2.pdf. Accessed April 4, 2002.

- LA1.13 Has a receptive vocabulary of at least 100 words that are comprehended without contextual cues.

Related Stages Activities

Stage Three: All Activities

Stage Five: Reading: Meaning, Context (High Frequency Words)

The learner demonstrates comprehension of vocabulary words including familiar objects such as animals and toys in Stage Three. Stage Five provides the learner with an opportunity to explore words in the context of scenes.

Functional Indicators: *Expressive Communication*

- LA2.3 Indicates preference when presented with a choice of two objects or activities (for example, when shown a puzzle and a ball, student will select the preferred object).
- LA2.4 Produces some intentional communication acts, clearly directed to another person, to request preferred objects or activities in familiar, authentic situations.

Related Stages Activities

Stage Three: All Activities

Stage Four: Reading Readiness: Explore Letter ID and Letter Sounds

Math Readiness: Explore Number ID and Counting, Create Patterns

Explore Colors, Explore Shapes

Stage Five: Reading: Explore Letters (Alphabetize), Explore Meaning

Stage Six: Stories: Cody, Mitchell, Meg, Adam, Ryan

Explore: Telling Time, Using Money, Getting Dressed, Looking at Signs, Using Objects

The learner can independently select a preferred activity or item to explore from onscreen choices using various input devices. Learner choices are recorded in report data. Choices appear in context of scenes in some activities, and independently (on a white screen) in other activities.

- LA2.8 Produces communication acts that are understood by individuals who are not familiar with the student.
- LA2.12 Produces grammatical utterances, characterized by appropriate word order and correct use of some function words [and word endings] to communicate interest, desires and feelings across a variety of authentic communication contexts.
- LA2.15 Produces complex sentences, including use of conjunctions, embedded clauses and/or noun and verb phrase modifications.

Related Stages Activities

Stage Seven: Making Sentences: Building Sentences, Writing Sentences

Making Stories

These activities include text-to-speech capability so that the learner can produce a form of verbal expression, with or without the aid of an accessible on-screen keyboard.

Functional Indicators: Social Interactive Communication

- LA3.3 Participates, by waiting a turn and then taking a turn, in familiar, repetitive turn-taking activities.

Related Stages Activities

Stage Five: *Problem Solving:* Tic-Tac-Toe

This is an accessible version of the simple turn-taking strategy game. The learner can play with another learner or alone against computer at two levels of difficulty.

Functional Indicators: Basic Literacy – Reading

- LA4R.1 Demonstrates awareness of, and interest in, print materials.
LA4R.2 Demonstrates awareness of print conventions.
LA4R.3 Actively participates in “reading” a familiar story or book.
LA4R.9 Has a sight word vocabulary of at least 5 common words used in authentic print contexts.
LA4R.13 Has a sight vocabulary of 20 common words used in authentic print materials.

Related Stages Activities

Stage Five: *Reading:* Meaning, Context (High frequency words)

Stage Six: *Stories:* Cody, Mitchell, Meg, Adam, Ryan

Stage Five *Meaning* and *Context* activities provide illustrations to help the learner. Stage Six *Stories* are presented with text captions, narration, or a combination of both.

- LA4R.7 Discriminates spoken pairs of words that do or do not rhyme.

Related Stages Activities

Stage Five: *Reading:* Sounds (Rhyming)

The learner explores rhyming pairs and then identifies them from a word wall.

- LA4R.10 Demonstrates that printed letters represent different sounds and can match or identify the sounds associated with at least 3 different consonants.

Related Stages Activities

Stage Four: *Reading Readiness:* Letter Sounds

The learner explores and demonstrates mastery of consonant and vowel sounds with the help of simple, yet engaging animated rewards.

- LA4R.12 Locates and responds appropriately to universal signs used in public facilities.

Related Stages Activities

Stage Six: *Explore and Assess:* Recognizing Signs

Community signs in these activities relate to the *Stories* activities and include photographs of scenes from those activities.

Functional Indicators: *Basic Literacy – Writing*

- LA5W.1 Demonstrates awareness of, and interest in, process of writing.
- LA4W.2 Shows interest in/recognizes own words or meanings in text that has been dictated and written by someone else for student.
- LA4W.3 Attempts (or pretends) to write by making marks on paper, or striking letter keys on keyboard to represent words/message, i.e., indicates an intent to “write”; may not actually write any real words, but clearly demonstrates understanding that the writing process is used to produce words.

Related Stages Activities

Stage Seven: *Making Sentences: Building Sentences*

The accessible word walls in *Building Sentences* provide the learner with the opportunity to explore written expression without requiring the ability to use a keyboard. The learner can use an input device to explore sentence creation and play back the words using the text-to-speech option.

- LA4W.4 Copies individual letters when a model is provided (in script, print or on keyboard/screen).
- LA4W.5 Copies name when model is provided.
- LA4W.6 Writes own name on school papers without a model.

Related Stages Activities

Stage Four: *Reading Readiness: Letter ID*

Stage Seven: *Making Words: Word Copy*

The learner demonstrates recognition of letters of the alphabet in Stage Four. Custom word and sentence lists can be created by the instructor in Stage Seven *Word Copy*. The words may be shown for the learner to copy, or dictated so that there is no model to copy.

- LA4W.7 Produces letters associated with the first sound in words the student wants to write (for example, student wants to write the word *ball* and writes the letter *b*).
- LA4W.8 Attempts to write several common words; may not be spelled correctly, but produces letters corresponding to at least some of the sounds in the word.
- LA4W.10 Writes at least 10 individual words when these are dictated to student; may contain some spelling errors.
- LA4W.14 Produces text to convey a sequence of at least 2 events.
- LA4W.15 Produces text to convey information to others.

Related Stages Activities

Stage Six: *Making Stories*

The accessible on-screen keyboard in this activity provides the learner with a way to practice written expression for many purposes. The text-to-speech capability provides a means for her to listen to her own writing spoken aloud.

Checklist Scale II: Quantitative

Functional Indicators: *Number Sense*

- M2.1 Recites numerals in order up to 5.
M2.6 Counts 10 objects correctly, through words, sign or other means.

Related Stages Activities

Stage Four: *Math Readiness:* Number ID, Counting

The number line in *Counting* and the scenes in *Number ID* help the learner demonstrate his ability to identify numerals in preparation for reciting them. Simple animations in *Counting* help reinforce the meaning of each number as a quantity.

- M2.4 Groups objects as same/different.
M2.11 Sorts items by selected attributes of size, shape, color, texture, function, etc.

Related Stages Activities

Stage Two: *Attributes*

Stage Three: *Category Identification:* Animals, Clothing, Vehicles

Stage Five: *Problem Solving:* Mystery Shape, Mystery Person

Stage Two introduces the concepts of attributes of size and color using familiar objects. In Stage Three, the learner identifies items that belong to certain categories. The learner demonstrates deductive reasoning ability in Mystery Shape and Mystery Person, using attributes to eliminate incorrect answers.

- M2.10 Counts two unequal sets of objects and states which set has more objects and which set has fewer.

Related Stages Activities

Stage Four: *Math Readiness:* Explore Compare, Estimating

Interactive scenes in *Explore Compare* prepare the learner to demonstrate identification of relative quantities in *Estimating*.

Functional Indicators: *Basic Operations*

- M3.1 Identifies coins and one-dollar bill correctly.
M3.2 Counts pennies to 10 cents; nickels to one dollar; dimes to one dollar; and quarters to one dollar.
M3.15 Combines different denominations of coins to equal one dollar.

Related Stages Activities

Stage Six: *Explore:* Money Orientation

Assess: Money Names, Money Equivalents, Counting Money

Money activities relate to real-life scenarios and include photographs of coins and bills.

M3.4 Adds two numbers using a number line.

Related Stages Activities

Stage Five: Math: Math Facts (+)

The learner can select a number button on the number line or type a key to enter a number directly from the keyboard.

M3.13 Applies fractions in authentic daily activities.

Related Stages Activities

Stage Five: Math: Fractions (Explore and Assess)

The *Explore Fractions* activity reminds the learner of the concept of fractions. These activities give the learner a chance to observe and demonstrate application to real activities such as measuring ingredients for a recipe.

Functional Indicators: Basic Operations

M4.2 Distinguishes between long/short; big/little; close/far.

Related Stages Activities

Stage Four: Math Readiness: Explore Compare, Estimating, Spatial Relationships

These activities provide contextual scenes for the learner to explore and demonstrate knowledge of relative size, quantity, and position.

M4.6 Tells time to the hour/half-hour using analog or digital clock.

Related Stages Activities

Stage Six: Stories: Cody, Mitchell, Meg, Adam, Ryan
Explore and Assess: Telling Time

Time is presented in the context of daily living in *Stories*, while both digital and analog clocks are included in the *Explore* and *Assess* activities.